





Media Literacy Lesson Planning Sheet

Grade Level/Subject: 4 th Grade—Media Literacy	Title: Real vs. Unreal in Media
Core Curriculum: Library Media—Media Literacy Standard 10: Awareness: Students will be aware that media literacy as a life skill is integral to modern citizenship, informed decision-making, and healthy lifestyles Objective 5: Recognize the purposeful and careful construction of media productions a. Explain how media productions may be constructed to create or influence a perception of reality	
Level of Instruction:	Big6™ Information Problem Solving:
Introduced	Task Definition: (1.1 Define the problem or task. 1.2 Identify type of information needed.) Students will be given the task of listing ideas of how advertisers could make food products look better than they are.
Reinforced	Information Seeking Strategies: (2.1 Determine all info sources. 2.2 Select the best sources.) NA
Expanded	Location and Access: (3.1 Locate sources. 3.2 Find info within sources.) NA
Teaching Method: Face-to-face in the library	Use of Information: (4.1 Engage info (read, view). 4.2 Extract useful info.) I will present, in a PowerPoint, information about real vs. unreal in the media, focusing on food products. Students will watch for techniques advertisers use to enhance images of food to make them look more appealing.
Who's Teaching What: Librarian	Synthesis: (5.1 Organize info. 5.2 Present info.) After the PowerPoint presentation, students will get in groups and brainstorm other ways that advertisers can make foods look more appealing. Each group will turn in a list of at least three ideas.
	Evaluation: (6.1 Judge the product (effectiveness). 6.2 Judge the process (efficiency). Students will fill out an evaluation assessment form. I will look at the lists students create.
Overview: Students will learn that advertisers don't always present reality because they want their products to look appealing enough that people will buy them.	
Purpose: To teach students that everything is not always what it appears to be in advertising.	
Resources / Materials: Media Literacy PowerPoint, a sheet of paper for each group to brainstorm and list ideas, magazine cutouts of food Activities and Procedures: Students will get into small groups (approximately four students) to brainstorm other ideas that advertisers could use to make images of food more visually appealing. Magazine cutouts of different foods will help aid students in coming up with ideas. Extension: Students can look on the Internet to search for other ways advertisers distort reality so their products will sell better. Evaluation: Students will fill out individual self-assessment guides.	

Student Self-assessment

You've Got It!	Almost There!	Getting Close!	Take Another Look
			
<p>I was able to listen and follow instructions to work in a group and help come up with three ideas without any help.</p>	<p>I was able to listen and follow instructions to work in a group and help come up with three ideas with some help from the teacher.</p>	<p>I was able to listen and follow instructions to work in a group and help come up with three ideas with lots of help from the teacher.</p>	<p>I was not able to listen and follow instructions.</p>